

# **CITIZEN FIRE ACADAMIES AS A MARKETING TOOL**

## **EXECUTIVE LEADERSHIP**

**BY: David B. Fulmer, M.P.A.  
Fitchburg Fire Department  
Fitchburg, Wisconsin**

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## ABSTRACT

With the introduction of tax caps, right sizing and the ever-increasing task of doing more with less, public service organizations are faced with fierce competition while vying for their share of budget dollars. Traditional government services have been placed under the microscope and have been held to a higher standard of fiscal accountability, while having to justify their services and the cost of providing those services.

The Fitchburg Fire Department needed to justify all aspects of providing emergency services.

The purpose of the research was to identify the need and develop a marketing tool that justified the day-to-day operations, annual budget, and capital expenditures. An additional purpose was to develop a Citizen Fire Academy

Specific research questions answered were:

1. What are the major disadvantages of not having a marketing/public education tool for the fire department?
2. What are the major advantages of having a Citizen Fire Academy as a marketing/public education tool?
3. What other advantages (to internal customers) would a marketing/public education tool, such as a Citizen Fire Academy, cultivate within the fire department?

Historical research was conducted through literature review, personal correspondence, and interviews. Evaluative research was conducted by the acquisition of model citizen fire academies. Action research was conducted in the form of the development of a model citizens fire academy.

Results of the research indicated that departments that lack a method of combining public education and marketing to produce a delivery program to educate the public may suffer from uneducated and misinformed citizens and public officials. It also indicated that a program

such as a citizen fire academy may provide as many benefits to internal customers as well as external customers.

Four recommendations as a result of the research were proposed. Among those were the implementation of the developed curriculum. It was also suggested that the curriculum undergo continual revisions, and course be offered on a regular basis. The final recommendation was that the result of the process be published for ease of duplication by other agencies.

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## INTRODUCTION

With the introduction of tax caps, right sizing and the ever-increasing task of doing more with less, public service organizations are faced with fierce competition while vying for their share of budget dollars. Traditional government services have been placed under the microscope and have been held to a higher standard of fiscal accountability, while having to justify their services and the cost of providing those services.

The delivery of emergency services at the federal, state, and local level are no different. Many communities have lost their ability to provide emergency medical services, fire protection, crash/fire/rescue services to private companies such as Rural Metro and AMR. The underlying motivation for these communities to privatize their services was that the public sector agencies could not compete in marketing their services or implement cost control measures that could ensure services were provided in an economical and efficient manner. Private sector organizations are accustomed to selling their product and marketing their services to an identifiable customer base. Public emergency service delivery agencies have been in a position that has not necessitated this approach.

The public is becoming accustomed to operating in the information era. Citizens are more engrained in the government machine through technologies such as community access television, computers, and the Internet. These technological advances have brought government agencies into their home, whereby they are able to gain knowledge and can more easily participate in our day-to-day operation. These changes have necessitated the justification of our everyday operations and our ability to compete with private industry providers of emergency services.

The Fitchburg Fire Department needs to justify services and the associated cost of providing an increasing level of service to a rapidly growing suburban city without the use of a marketing plan/public education tool to facilitate the process.

It is the purpose of this research to identify the need for and develop a marketing tool that can facilitate the justifications of the day-to-day operations, annual budget, and capital expenditures of the fire department. Additional purposes are to develop a tool that could serve as a public education, recruitment, and retention tool for the fire department.

The research process was facilitated using historical, evaluative, and action research methodologies will facilitate the research process. The historical progression and growth of the Fitchburg Fire Department will be identified. Also, examples of Citizen Fire Academies will be solicited and reviewed by other public safety agencies. A model marketing/public education/recruitment/retention tool will be developed for the Fitchburg Fire Department.

Specific research questions to be answered are:

3. What are the major disadvantages of not having a marketing/public education tool for the fire department?
4. What are the major advantages of having a Citizen Fire Academy as a marketing/public education tool?
5. What other advantages (to internal customers) would a marketing/public education tool, such as a Citizen Fire Academy, cultivate within the fire department?

## **BACKGROUND AND SIGNIFICANCE**

The Fitchburg Fire Department has a history that dates back to 1969, at which time a joint fire protection service was established by the towns of Fitchburg, Madison, Oregon and Verona, reports Darling and O'Brien (1976).

During the fire department's 30-year history, a slow metamorphosis has occurred within the fire department, community and local government. The town of Fitchburg transitioned into the City of Fitchburg in 1983, which incorporated 36-square miles and solidified the city limits.

The community began a transformation from a small town farming community to a technological corridor for Dane County and a suburban bedroom community that was home to many of the politicians, executives, and academic professionals for the State of Wisconsin and the University of Wisconsin. Fitchburg benefited from urban flight and now the town has grown from a population of several thousand residents to approximately 19,000 residents.

The fire department has progressed from an all-volunteer department to a combination career/paid-on-call organization. As with most small farming communities with a town government, fire protection was provided by an all-volunteer fire department that operated out of a single station built in 1972. The major growth catalyst was the incorporation of the area now known as the City of Fitchburg. As the development of residential, commercial and industrial properties began to escalate, the need for a career administrator/Fire Chief arose. A transition also occurred as the members of the department transformed from true volunteers to paid-on-call firefighters. Beginning in 1983, the department has grown from an all-volunteer/paid-on-call department to one that currently employs 6 career and 44 paid-on-call/part-time firefighters that operate out of two strategically located fire stations.

This progression has been stifled by several contributing factors relating to demographics, government interaction, and past administrative practices. As the area began to move away from the identity of a farming community and moved towards that of an upscale technology corridor and suburban bedroom community, the citizens were less willing to become

paid-on-call firefighters. This led to the reduction of a personnel pool and inhibited the service delivery capabilities of the department.

In addition to the problems with attracting personnel, the interaction between the city and the fire department was on a limited basis. The department was considered a volunteer department that was sheltered from the day-to-day operations of the city. This led to an environment where a clear line of communication and daily interaction was non-existent, and prohibited the development of professional relationships that mutually benefited both organizations. It also led to politicians using the fire as a pawn in the game of political chess. One such example is the building of fire station 2, which was built in 1994. The outgoing city council in their last council meeting of their term forced Fire Chief Larry Huber to sign the contract for building the station. The newly elected Mayor, Doug Morrisette, who was to take office the following meeting, was adamantly opposed to the construction of this station. Because the city was in financial straits and could not afford to increase its debt load for a facility that might not be needed. This led to an adversarial relationship between the city government and the fire department, which led to the perception that the fire department was a necessary evil, but not necessarily a basic city service.

The past practices of city government and the fire department administration also led to a barrier between city officials, fire department representatives and the public. The city officials were not likely to interact with fire department representatives except for fiscal accountability and large-scale incidents, and the fire department wasn't interacting with the city on a day-to-day basis, so the flow of information was not on a reciprocal basis. In addition, the fire department administration engaged in expenditure practices that were not in line with city policy, and in at least one instance tried to bury unapproved expenditures. In addition to the limited



interaction with the city government, the department had limited interaction with the business owners and residents. The only consistent interaction was during emergency incidents, fire prevention week, and fundraising activities. This led to isolation that affected the public image of the organization and lead to misperceptions of the services provided and the composition of the organization.

*Being in Transition* and *Managing Change* are sections of the *Executive Leadership* course at the National Fire Academy. *Being in Transition* highlights the framework of professional and personal transitions and identifies helpful strategies for implementing transition plans. *Managing Change* provides information on the various types of organizational change and the nature of the change phenomena, which will be extremely valuable in the development and implementation of a marketing/public education tool.

## **LITERATURE REVIEW**

The literature review for this research focused on three key areas: (1) marketing/public education; (2) customer service; and (3) Citizen Fire Academies. All three topics were researched through a literature review which was conducted at the National Fire Academy's Learning Resource Center. Information was also obtained through interviewing fire department representatives who represented fire departments with established Citizen Fire Academies. Curriculum was also solicited from those departments with existing programs.

### **Marketing and Public Education**

Many public service organizations rely on Fire Prevention Week to reach out to their community and convey the importance of fire prevention. Many of those organizations also use this opportunity to market services provided by their organization. A majority of the fire

departments that the author has been exposed to lack the ability to effectively use public education opportunities to market their departments.

Public service delivery requires that departments operate in the shark invested waters of political bureaucracy. Chief Randy Brueagman (1995) writes that there are several key areas that administrators can control when dealing with politics. First, is the ability to understand the political process as it pertains to the organization and the community. Brueagman stresses the importance of establishing ground rules or parameters for operating in the political environment. Brueagman also suggests that a historical review be conducted because the past often dictates the future. “The reality is that you won’t be very effective if you ignore the political process within your organization. If you want to change the system, you have to understand how the political process works” (Brueagman, 1995, p. 58).

Chief John Buckman (1995) identified five values of marketing: recruitment; in gaining support; in winning public support; in resource development; and in obtaining participants and consumers. The face of volunteerism has been ever changed by the economic changes that have forced both husband and wife to hold careers. In addition to that change, the public, in general, has demanded a higher level of accountability from government, which has resulted in shrinking financial resources, while maintaining a demand for a higher level of service. Buckman (1995) also went on to identify three kinds of products. He proposed that organizations had the expected product, which consisted of the customer’s minimum expectation. The augmented product was the organization offering more than what the customer had anticipated and the potential product was one that was not offered, but might be in the future. Buckman’s insight enforced the different aspects of marketing a department and identified the value of marketing and the different kinds of marketing mechanisms.

The actual task of fighting a fire is approximately 2% of a department's workload. Those organizations that provide emergency medical services presumably spend 50% of their time providing those services. With this in mind there is an untapped resource that the fire service has overlooked in completing the other 48% of our workload. Dees Stribling (1996), contributing editor to *Fire Chief Magazine*, examines the issue of using individuals who possess skills that may be used in non-emergency activities, such as cooking, construction, truck driving, legal and medical skills, that may be used in the everyday aspects of our profession.

A well-known fact in many departments is that most firefighters dislike public education and the thought of speaking in front of an audience. Andy Mitchell (1996), Regional Coordinator for the Arkansas Fire Academy, identifies and discusses his top six excuses why firefighters dislike public education. He also identifies why these excuses are not valid. Mitchell notes that there are organizations that have the perception that fire prevention activities are unaffordable and overlook that fact that an excellent public education program, that is well received by the public will more than likely be funded in the future. Mitchell states that organization may feel they are understaffed and lack the personnel resources and fail to get assistance from other government entities, professional or civic groups who can bring more resources to their efforts. Those departments that do not see a large amount of structure fires and associated dollar loss may not see the need but fail to identify other areas that can be addressed, such as injury prevention. Another excuse identified is that the results of public education are not visible. Mitchell suggests that the use of pre and post tests can identify the learning that has taken place. Many organizations overlook the adults in their educational delivery process and need to include them in a different style of delivery.

## **Customer Service**

Customers are at the very heart of all organizations, because all organizations delivery some level of service in some form or fashion. Captain Randy Templeton (1986) identifies service as a way of life and the customer ultimately decides what defines good service. He also notes that the quality of service delivery is essential in the competition for services against other emergency service delivery agencies or other government entities competing for tax dollars. He also discusses is the need for change by all levels of an organization. And he also identifies areas that work and provides key areas that can be evaluated with minimal effort, and that make a clear statement to your customers.

Chief Brunacini, of the Phoenix Fire Department, is one of the pioneers of the fire service customer service movement. Brunacini (1996) establishes a set of eight basic guidelines that emergency service delivery agencies can use to facilitate the delivery of customer service.

Chief Robert DiPoli (1995), of the Needham, Mass Fire Department discussed the issue raised when fire departments utilize improper tactics to gain public/government support. He contends that given all the information, in an intelligent form, citizens and government officials will ultimately make an educated decision. This viewpoint highlighted the results of a negative approach to providing information to customers.

Any organization that chooses to take on a process that will ultimately result in a facelift for the organization will not only need the support of the internal customer, but the external customers as well. The city manager/administrator should be on the top of the list of those external customers. Assistant Chief Rielage and City Manager P. Lamont Ewell (1998), discuss the importance of educating the city manager and wining his/her support for your organization

and the change process. Both authors discuss the importance of using the city manager/administrator as a goodwill ambassador to the public and the city council.

Tax caps, voter recalls, and failed referendums are all signs of changing times. The current era reflects a society that is growing tiresome of increasing taxes year after year. Departments can no longer assume that they will see an increasing budget or that the community will continue to blindly support their efforts. “As disenchanted citizens use initiatives and referenda to take legislative matters into their own hands, chief officers should keep their eyes and ears open to determine how rumblings on the state level could affect their departments” (Bruegman, 1998, p. 26).

### **Citizen Fire Academies**

Fortunately for them, a small percentage of a fire department’s customer base has the opportunity to use the emergency service aspect of our business. Those who do normally encounter the fire department when they have a medical emergency, a fire or are on the receiving end of the inspection bureau. Chief Tim Vadnais and Assistant Chief Michael Turnbull (1995), of the White Bear Lake, MN, noted

Still, there is only one way for the public to get an understanding of what a volunteer firefighter does and how: active participation and education in the department’s day-to-day activities. Students of this civilian fire academy understand the fire service better now, and the department has gained valuable public relations benefits. (1995, p. 42)

Public Education/Information Officer for the Orlando, Fla. Fire Department, Les Hallman (1994) noted that departments that fail to sell their departments to the public are probably losing the budget battle. He also observed that law enforcement agencies started using citizen academies long before the fire service.

Several fire departments and one police department provided their curriculum for citizen fire academies, which was reviewed. These organizations were contacted because they ran

citizen academies. Chief Troger of the Green Bay, WI, Fire Department provided information about their eight-week program, which was limited to a rough outline with broad topics. Similar information was obtained from Chief Michael Arena of the Palm Beach County Fire Department.

Deputy Paul Stroik, of the Portage County, Wisconsin Sheriff's, Department also submitted their citizen academy for review. The Portage County program consisted of eight sessions that ranged from emergency vehicle operation through firearms training. The Portage County program provided a progressive educational model that went from basic to advanced.

Chief Mark Ricard and Chief Mel Morley of the Aurora, CO, Fire Department provided the most in-depth and complete curriculum for a citizens' fire academy. The Aurora Fire Department conducts a course that overviews the following items: fire behavior; fire suppression; fire prevention; department organization & history; emergency preparedness; earthquake, flood, winter storm, and tornado safety. The Aurora, CO Citizens Fire Academy was an excellent model.

## **Procedures**

Historical research was conducted through literature review, personal correspondence, and interviews. Evaluative research was conducted by the acquisition of model citizen fire academies from participating organizations. Action research was conducted in the form of the development of a model citizens fire academy for the Fitchburg Fire Department.

## **Literature Review**

The literature review was conducted in June 1999 at the Learning Resource Center (LRC), while the author attended the *Executive Leadership* course at the National Fire Academy in Emmitsburg, MD. The literature review continued within the library of the Fire Department – City of Fitchburg. The author also conducted extensive searches on the Internet for emergency

service delivery agencies with homepages and electronic bulletin boards. The literature review focussed on (1) marketing/public education; (2) customer service; and (3) Citizen Fire Academies.

### **Personal Interview and Correspondence**

Personal interviews and written correspondence were conducted with career fire chiefs in Wisconsin to obtain models of citizen fire academies and with organizations outside of Wisconsin that were identified as having established citizen academies.

Members of the Wisconsin Chief's Educational Seminar were contacted via e-mail so that those departments, which had established academies, could be identified. Those departments that identified themselves as having an academy were contacted via telephone and interviewed. The Green Bay Fire Department's training bureau was contacted in October of 1999 and their citizen academy curriculum was obtained. A telephone interview with Deputy Paul Stroik, of the Portage County, WI, Sheriff's Department was conducted in November 1999, which resulted in the submission and evaluation of their academy curriculum.

The author utilized Fire-L, an electronic bulletin board, and requested departments with established academies to contact him via e-mail and/or submit model academies for evaluation.

The author also used e-mail in October of 1999 to contact fellow executive fire officer program students to identify representatives of organizations with established citizen academies. This action resulted in e-mail correspondence with two classmates representing the Palm Beach County, FLA Fire Department and the Aurora, CO, Fire Department, both of which had established citizen fire academies. Chief Arena of the Palm Beach County Fire Department and Chief Mark Ricard of the Aurora, CO Fire Department, both submitted their departments' academy curriculum.

Evaluative research was conducted by closely examining and comparing the curriculum submitted by the participating organizations.

Action research was conducted to develop a model citizens fire academy curriculum, which could be easily implemented by the Fitchburg Fire Department. This research was done in accordance with the 9-step process utilized in the Fire Service Course Design program conducted at the National Fire Academy. The results of that process are located in appendix A.

### **Assumptions**

The author made two preliminary assumptions at the beginning of the research process. First, it was assumed that the majority of the progressive career or combination departments had a well- defined program called a citizen's academy. Second, it was assumed that those departments that had a citizens academy had taken the necessary steps to properly develop the curriculum that were linked to goals, objectives and performance criteria.

### **Limitations**

The relatively low number of fire departments within Wisconsin that utilize a citizen fire academy was a limiting factor, because the author had limited curriculum to evaluate.

Those departments which submitted curriculum for evaluation submitted incomplete materials, which resulted in the author discarding the materials because it was not educationally sound.

### **Results**

1. **What are the major disadvantages of not having a marketing/public education tool for the fire department?**

#### **Government's Perception**

The major disadvantage for not having a progressive and aggressive public education mechanism that also serves as a marketing tool is that those individuals who determine the future



of your organization are misinformed. Misinformed people make uneducated decisions that result in damage to the organization and ultimately effect the internal and external customer. A clear, concise, and consistent message is less likely to be delivered without a structured program.

### **Citizen Perception**

The literature supports the concept that citizens will no longer blindly support tax increases for emergency services. An uneducated citizenry will make their decisions at the referendums or at the public forums at budget time. Without a knowledge base of what service an organization provides, the citizens are left to educate themselves, which often results in a false sense of what an organization really is.

#### **2. What are the major advantages of having a Citizen Fire Academy as a marketing/public education tool?**

The literature supports the premise that in order for fire departments to survive in the current environmental changes must be made. A more proactive approach to community education must be made and must not just revolve around the prevention of fires, but may include an all- encompassing process that justifies every aspect of the organization's existence. The literature also demonstrates that those organizations that have chosen to take the progressive steps necessary to justify their existence have been rewarded by maintaining staffing levels, increased budgets and the support of their customers.

#### **3. What other advantages (to internal customers) would a marketing/public education tool, such as a Citizen Fire Academy, cultivate within the fire department?**

The research supports the theory that internal customers are an integral part of any organization. It also supports the belief that by being involved in programs such as public education, their level of dedication and morale can be positively affected. A citizen fire academy directly involves many members of an fire department and establishes a process that brings

internal customers face-to-face with external customers on a friendlier playing field. This facilitates a dialogue whereby information and ideas can be exchanged, which results in a more productive fire department and a well-informed citizenry that can serve as good will ambassadors for the organization.

## **DISCUSSION**

This research was a preliminary attempt to justify the need for a public education mechanism, which could serve as a marketing tool and to identify previous research and identify the benefits of a program. However, there was a limited amount of written information on the use of citizen fire academies was immediately noticeable. There was a fair amount of literature that discussed, marketing, public education, and interacting with government. However, there were no sources that encompassed all three of these areas.

This research suggests that there is a direct correlation between marketing, public education and customer service. It can, therefore be assumed, that departments that have a progressive and aggressive mechanism for educating civilians (i.e. citizens fire academy) would see a direct benefit to their organization.

It was also very evident that the many public sector agencies did not take a proactive stance on educating their customers and had a sense of entitlement to their funding sources. The research clearly established that this mindset leads to the extinction of many organizations.

Another issue that arose from this research is the ability of departments to effectively establish educational programs that are designed in an educationally sound manner. Many of the educational programs were established without a needs assessment, were not tied to educational learning objectives and had no performance criteria or a testing mechanism to ensure that

learning took place. After all, if an organization is serious about taking the effort to develop the program, it ought to be concerned about the final outcome.

“The toughest concept to accept initially is that it’s the customers, not the service providers, who define what constitutes good customer service (Templeton, 1996, p. 58). The Fitchburg Fire Department does not possess an effective public education mechanism nor does it have a marketing strategy that effectively educates the customer on every aspect of the organization. Many customers do not know whether the department is volunteer, career or combination. They do not know what services the department provides. This has resulted in perceptions that have negatively affected the department in many ways.

Ken Lavoie (1995) is correct when he says that, “To gain a degree of acceptance by the citizens we serve, we must educate those citizens on a continuing basis so that they understand and accept why we exist” (p.60). Many city council members in Fitchburg were not afforded the opportunity to work with the fire department on a one-on-one basis. Tenured city council members who freely injected their prejudices and bias, which resulted in misinformation, educated new city council members. With the development, implementation and evaluation of such a program, the department will better educate the citizenry and have a pulse on the services desired.

Chief Robert Rielage (1998) notes

Despite their best intentions, city managers may have very little working knowledge of the fire service. They recognize that it’s a critical element of the core services delivered to the community, but they also see it as a costly operation with what appears to be a tremendous amount of unproductive time... Many city managers fail to see what they’re getting in return for the amount of money spent on the department, especially in those communities that have minimum staffing requirement (p.96).

The author has found this dilemma not only with the city administrator, but the mayor and city council, which has resulted in turmoil during the development of the operating and capital improvement budgets. It has also been evident in questions resulting from operational decisions at the scene of emergency incidents.

The City of Fitchburg Fire Department has not been proactive in the development of recruitment programs or cooperative partnerships with business and industry. Marcia Lynch, states in an article by Stribling (1996), that “I encourage chiefs to consider non-traditional volunteers as carefully as they do more traditional volunteers. Chiefs should consider their non-suppression needs and be on the lookout for people to fill these needs, regardless of their fire background” (p. 34). This concept has not been examined in the eighteen months the author has been the Chief of the department. Lavoie (1995) states that, “It’s necessary for the department’s leadership and members to establish programs that include a base of individuals and organization, both inside and outside the department, that supports the services provided” (pg. 62). These supporting concepts identify a missing dimension within the infrastructure of the Fitchburg Fire Department.

Another concept that the author believes, is that we owe our customers at least one basic concept. That concept is best expressed by Brunacini (1996)

The most profound evidence of our existence to the customer is that we show up when they are having a bad day and call us for help. Based on that reality, being a firefighter involves making a promise to the customer that we will respond to their call and do our ver best (pg. 12).

## **Implications**

The implications of this research to the Fitchburg Fire Department are many. First is the realization that the department is seriously lacking in a program that is multi-functional in that it

could serve as a marketing tool and a public education mechanism. This is best said by Vadnais and Turnbull (1995), “Still, there is only one way for the public to get an understanding of what a volunteer firefighter does and how: active participation and education in the department’s day-to-day operation (p.42). Through this research process, the author has determined that the development, implementation, and evaluation of a citizen’s fire academy that would be designed and used as a public education mechanism and marketing tool could best correct the deficiencies identified.

## **RECOMMEDATIONS**

A large body of literature exists on the subjects of customer service, public education, marketing, and citizen fire academies. This research focuses on the connectivity of those themes and how that results in a more effective organization. The research findings lead to the following recommendations:

1. The implementation and evaluation of a Citizens Fire Academy curriculum (Appendix A). This should be done in the form of a pilot course that is conducted by department staff and presented to a selected audience, who, in turn, will evaluate the course.
2. Following the evaluation and revision of the pilot course, regularly scheduled academies should be offered to interested residents, business owners, and government officials. This will require that the necessary personnel, equipment and funding be committed to the program.
3. A long- term evaluation mechanism must be developed to determine the direct benefits of the educational process. This process must evaluate the effectiveness of the program to the customers and the return on investment to the organization.
4. The results of this process must be documented, published and discussed with similar agencies.

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# **Citizen Fire Academy**

**Fire Department – City of Fitchburg  
5791 Lacy Rd.  
Fitchburg, Wisconsin 53711**

# **Fitchburg Fire Department Citizen Fire Academy**

## **Conducting A Training Needs Assessment**

### **STEP 1**



## **CHECKLIST ANSWER SHEET**

1. The need for a marketing/public education tool has been identified by the interaction the fire department has had with other entities of the City of Fitchburg, business owners, and property owners. This tool will be in the form of a Citizen Fire Academy.
2. The audience that this course will be designed for will be government officials such as mayors, administrators, department heads, as well as citizens and business owners in the City of Fitchburg. Parameters regarding age and physical condition may be identified at a later date.
3. Departments that have utilized a form of a Citizen Fire Academy were contacted for information regarding the development, implementation, and evaluation of such a program. The minimum requirements regarding this course will be taken from the following sources: National Fire Protection Association, American Red Cross, and International Fire Service Training Association.
4. The items that are identified are training needs and cannot be overcome by any other means such as personnel policies or alteration of the work environment. D
5. These training needs have been identified by the lack of knowledge or wrong perception of fire department operations, needs, goals, and objectives and the lack of understanding of local, state, and federal laws/standards/unfounded mandates that steer the fire service. These areas will start from the most basic and proceed to the most advance subjects.
6. Not applicable.
7. There are no organizational policies regarding this topic.
8. A breakdown of the tasks to be accomplished enclosed. There is no testing instrument to insure that this is completed.

# **Fitchburg Fire Department Citizen Fire Academy**

## **Defining a Target Audience**

### **STEP 2**

### **Defining a Target Audience**

This course is being designed for government officials, business owners and residents of the City of Fitchburg who are stakeholders in the delivery of emergency services to the entire community.

Personnel who wish to enroll in this class may have to meet a minimum/maximum age requirement, have a valid legal and medical release to participate in the physically demanding requirements of this course. Personnel who wish to take this course should have a genuine interest in learning the aspects of the Fitchburg Fire Department.

This course will be limited to 12 students per session. The small number of participants will lend to small group activities and will simulate the feeling of operating within a company environment.

# **Fitchburg Fire Department Citizen Fire Academy**

## **Task Analysis**

### **STEP 3**

## **Task Analysis**

<b>Occupation</b>	Varied
<b>Duty Area</b>	The History of the Fitchburg Fire Department.
<b>Task</b>	Discuss the different era's of the Fitchburg Fire Department.
<b>Performance Standards</b>	As defined by the Citizen Fire Academy Manual 1 <sup>st</sup> edition.
<b>Steps</b>	<ol style="list-style-type: none"><li>1. Discuss the Pfund Administration.</li><li>2. Discuss the White Administration.</li><li>3. Discuss the Huber Administration.</li><li>4. Discuss the Hertzler Administration.</li><li>5. Discuss the Fulmer Administration.</li></ol>
<b>Knowledge</b>	<p>Explain the evolutionary process of the 30-year history of the fire department.</p> <p>Recognize the accomplishment and major incidents related to each administration.</p>
<b>Attitudes</b>	Have and appreciation for the 30-year history of the organization and how this history has shaped the current organization and the organization of the future.
<b>Safety</b>	None
<b>Equipment And Materials</b>	None
<b>Source of Analysis</b>	Citizen Fire Academy Student Manual, 1 <sup>st</sup> edition.

## **Task Analysis**

<b>Occupation</b>	Varied
<b>Duty Area</b>	Fitchburg Fire Department Organization
<b>Performance Standards</b>	As defined by the Citizen Fire Academy Student Manual.
<b>Steps</b>	<ol style="list-style-type: none"><li>1. Discuss the different levels of the organizational chart.</li><li>2. Discuss the mission of the fire department.</li><li>3. Discuss the standard operating guidelines of the department.</li><li>4. Discuss the rules and regulations of the department.</li><li>5. Discuss how the department interacts with other agencies.</li><li>6. Discuss the response guidelines of the department.</li><li>7. Discuss the operating budget process.</li><li>8. Discuss the capital improvement budget process.</li></ol>
<b>Knowledge</b>	<p>Explain the organization of the Fitchburg Fire Department.</p> <p>Recognize the inter-dependency of each tier of the organization.</p> <p>Recognize how the department interacts internally and externally with organizations.</p> <p>Recognize and explain the importance of the operating and capital improvement budget process.</p>
<b>Attitudes</b>	Appreciate the diversity of the Fitchburg Fire Department and the fluid environment in which it operates.
<b>Safety</b>	None
<b>Equipment And Materials</b>	None
<b>Source of Analysis</b>	Citizen Fire Academy Student Manual, 1 <sup>st</sup> edition.

## **Task Analysis**

<b>Occupation</b>	Varied
<b>Duty Area</b>	Incident Management System (IMS)
<b>Performance Standards</b>	As defined by the IFSTA Essentials 4 <sup>th</sup> edition.
<b>Steps</b>	<ol style="list-style-type: none"><li>1. Discuss the definitions associated with IMS.</li><li>2. Discuss the components of the IMS.</li><li>3. Discuss the implementation of IMS.</li><li>4. Discuss the termination of IMS.</li></ol>
<b>Knowledge</b>	Define the concept of the Incident Management System and the importance it has to the fire service.
<b>Attitudes</b>	Understand the safety aspects that are provided by the IMS.
<b>Safety</b>	None
<b>Equipment And Materials</b>	None
<b>Source of Analysis</b>	IFSTA Essentials, 4 <sup>th</sup> edition.

## Task Analysis

<b>Occupation</b>	Varied
<b>Duty Area</b>	Fire Behavior
<b>Performance Standards</b>	As defined by the IFSTA Essentials 4 <sup>th</sup> edition.
<b>Steps</b>	<ol style="list-style-type: none"><li>1. Define the three methods of heat transmission.</li><li>2. Discuss the fire tetrahedron.</li><li>3. Define and discuss the types of heat associated with fire.</li><li>4. Define the four methods of extinguishments.</li><li>5. Define and discuss the four classes of fire.</li></ol>
<b>Knowledge</b>	Explain the methods of heat transmission.
<b>\</b>	Identify the four methods of extinguishments as they relate to the four classes of fire.
<b>Attitudes</b>	Understand the linkage that exists between heat transmission, fire tetrahedron, types of heat, method of extinguishments and classes of fire.
<b>Safety</b>	None
<b>Equipment And Materials</b>	None
<b>Source of Analysis</b>	IFSTA Essentials, 4 <sup>th</sup> edition.



## Task Analysis

<b>Occupation</b>	Varied
<b>Duty Area</b>	Personal Protective Clothing
<b>Performance Standards</b>	As defined by the IFSTA Essentials 4 <sup>th</sup> edition.
<b>Steps</b>	<ol style="list-style-type: none"><li>1. Define the components of structural firefighting clothing.</li><li>2. Discuss the components of wildland firefighting clothing.</li><li>3. Define the four levels of Chemical PPE.</li><li>4. Define the respiratory hazards associated with SCBA's.</li><li>5. Discuss the components of a SCBA.</li></ol>
<b>Knowledge</b>	<p>Explain the use of structural firefighting clothing.</p> <p>Identify the four types of Chemical PPE.</p> <p>Recognize the hazardous atmospheres that require SCBA use.</p> <p>Identify and understand the components of the SCBA.</p>
<b>Attitudes</b>	Appreciate the technological advances in the field of PPE and the importance for knowing the limitations of specific types of PPE and their intended use.
<b>Safety</b>	None
<b>Equipment And Materials</b>	None
<b>Source of Analysis</b>	IFSTA Essentials, 4 <sup>th</sup> edition.

## **Task Analysis**

<b>Occupation</b>	Varied
<b>Duty Area</b>	Tactics and Strategy
<b>Performance Standards</b>	As defined by the IFSTA Essentials 4 <sup>th</sup> edition.
<b>Steps</b>	<ol style="list-style-type: none"><li>1. Discuss tactics &amp; strategy associated with structure fires.</li><li>2. Discuss tactics &amp; strategy associated with flammable liquids.</li><li>3. Discuss tactics &amp; strategy associated with electrical fires.</li><li>4. Discuss the roles &amp; responsibilities of the first due engine.</li><li>5. Discuss the roles &amp; responsibilities of the second due engine.</li><li>6. Discuss the roles &amp; responsibilities of the Truck/Rescue.</li></ol>
<b>Knowledge</b>	<p>Identify and explain the tactics and strategies associated with different kinds of emergency response.</p> <p>Identify and explain the roles and responsibilities of different emergency vehicles operating on the scene of emergency incidents.</p>
<b>Attitudes</b>	Appreciate the fluid environment that emergencies create and understand that tactics & strategies and roles & responsibilities are just as fluid.
<b>Safety</b>	None
<b>Equipment And Materials</b>	None
<b>Source of Analysis</b>	IFSTA Essentials, 4 <sup>th</sup> edition.

# **Fitchburg Fire Department Citizen Fire Academy**

## **Terminal Objectives**

### **STEP 4**

### **Terminal Objective #1**

- AUDIENCE:** The Citizen Fire Academy Student
- BEHAVIOR:** Shall discuss the different era's of the Fitchburg Fire Department.
- CONDITIONS:** Given an illustrative lecture
- DEGREE:** As defined in the Citizen Fire Academy Student Manual 1<sup>st</sup> edition and lecture.

*As per the student manual and given an illustrative lecture the student shall:*

#### **Enabling Objective #1**

Discuss the Pfund Administration.

#### **Enabling Objective #2**

Discuss the White Administration

#### **Enabling Objective #3**

Discuss the Huber Administration

#### **Enabling Objective #4**

Discuss the Hertzler Administration

#### **Enabling Objective #5**

Discuss the Fulmer Administration

**Terminal Objective #2**

<b>AUDIENCE:</b>	The Citizen Fire Academy Student
<b>BEHAVIOR:</b>	Shall discuss the organization of the Fitchburg Fire Department.
<b>CONDITIONS:</b>	Given an illustrative lecture
<b>DEGREE:</b>	As defined in the Citizen Fire Academy Student Manual 1 <sup>st</sup> edition and lecture.

*As per the student manual and given an illustrative lecture the student shall:*

**Enabling Objective #1**

Discuss the hierarchy.

**Enabling Objective #2**

Discuss the Mission Statement.

**Enabling Objective #3**

Discuss the Standard Operating Guidelines.

**Enabling Objective #4**

Discuss the Rules and Regulations.

**Enabling Objective #5**

Discuss the interaction with other agencies.

**Enabling Objective #6**

Discuss the response guidelines.

**Enabling Objective #7**

Discuss the Operating Budget process.

**Enabling Objective #8**

Discuss the Capital Improvement Budget process.

**Terminal Objective #3**

- AUDIENCE:** The Citizen Fire Academy Student
- BEHAVIOR:** Shall discuss the Fitchburg Fire Department's Incident Management System (IMS).
- CONDITIONS:** Given an illustrative lecture
- DEGREE:** As defined in the Citizen Fire Academy Student Manual 1<sup>st</sup> edition and lecture.

*As per the student manual and given an illustrative lecture the student shall:*

**Enabling Objective #1**

Define the IMS components and discuss the roles and responsibilities of each.

**Enabling Objective #2**

Discuss the implementation of IMS.

**Enabling Objective #3**

Discuss the termination of IMS.

**Terminal Objective #2**

<b>AUDIENCE:</b>	The Citizen Fire Academy Student
<b>BEHAVIOR:</b>	Shall discuss all applicable concepts associated with Fire Behavior.
<b>CONDITIONS:</b>	Given an illustrative lecture
<b>DEGREE:</b>	As defined in the Citizen Fire Academy Student Manual 1 <sup>st</sup> edition and lecture.

*As per the student manual and given an illustrative lecture the student shall:*

**Enabling Objective #1**

Define the three methods of heat transmission.

**Enabling Objective #2**

Discuss the fire tetrahedron.

**Enabling Objective #3**

Define and discuss the types of heat associated with fire.

**Enabling Objective #4**

Define the four methods of extinguishments.

**Enabling Objective #5**

Define and discuss the four classes of fire.

**Terminal Objective #5**

<b>AUDIENCE:</b>	The Citizen Fire Academy Student
<b>BEHAVIOR:</b>	Shall discuss the firefighters personal protective equipment (PPE).
<b>CONDITIONS:</b>	Given an illustrative lecture
<b>DEGREE:</b>	As defined in the Citizen Fire Academy Student Manual 1 <sup>st</sup> edition and lecture.

*As per the student manual and given an illustrative lecture the student shall:*

**Enabling Objective #1**

Identify and discuss the individual components of personal protective clothing.

**Enabling Objective #2**

Identify and discuss the different levels of Chemical PPE.

**Enabling Objective #3**

Identify and discuss wild land firefighting PPE.

**Enabling Objective #4**

Discuss the respiratory hazards requiring self-contained breathing apparatus (SCBA) use.

**Enabling Objective #5**

Identify and discuss the components of an SCBA.



**Terminal Objective #6**

- AUDIENCE:** The Citizen Fire Academy Student
- BEHAVIOR:** Shall discuss the types of fires and the tactics and strategies employed by the Fitchburg Fire Department.
- CONDITIONS:** Given an illustrative lecture
- DEGREE:** As defined in the Citizen Fire Academy Student Manual 1<sup>st</sup> edition and lecture.

*As per the student manual and given an illustrative lecture the student shall:*

**Enabling Objective #1**

Discuss the roles of the first-due engine company.

**Enabling Objective #2**

Discuss the roles of the second-due engine company.

**Enabling Objective #3**

Discuss the roles of the truck/rescue company.

# **Fire Department – City of Fitchburg**

## **Unit 1**

### **The History of the Fitchburg Fire Department**

**Chief David B. Fulmer  
Fire Department – City of Fitchburg  
5791 Lacy Rd  
Fitchburg, WI 53711**

**Unit Number:** 1      **Unit Title:** The History of the Fitchburg Fire Department

**Terminal Objective(s):** Given a lecture discuss the different era's of the Fitchburg Fire Department.

**Enabling Objective(s):** Discuss the Pfund period.  
 Discuss the White Administration.  
 Discuss the Huber Administration.  
 Discuss the Hertzler Administration.

Content	Media/Materials	Methods/Activities	Evaluation
<b>I. History of the Fitchburg Fire Department.</b>  <b>A. Chief Pfund-(1970-1982).</b> i. Accomplishments. ii. Major incidents.  <b>B. Chief White-(1982-1983).</b> i. Accomplishments. ii. Major incidents.  <b>C. Chief Huber-(1983-1995).</b> i. Accomplishments. ii. Major incidents.  <b>D. Chief Hertzler-(1995-1998).</b> i. Accomplishments. ii. Major incidents.		<b>Methods:</b> Interactive lecture, because of the diverse group.  Group centered discussion.  <b>Activities:</b> Instructional Game/Trivial Pursuit	<b>Terminal Objective:(T)</b> <b>Enabling Objective:(E)</b>  <b>Domain:</b> Cognitive  <b>Level (if Cognitive):</b> Synthesis  <b>Type of evaluation:</b> Written test questions (T). Oral questions in class (E).  <b>Criteria for Passing:</b> 70% accuracy (T). Successfully (E).

**Unit Number:** 1      **Unit Title:** The History of the Fitchburg Fire Department (**continued**)

**Terminal Objective(s):** Given a lecture discuss the different era's of the Fitchburg Fire Department.

**Enabling Objective(s):** Discuss the Fulmer Administration.

Content	Media/Materials	Methods/Activities	Evaluation
E. Chief Fulmer-(1998-present). i. Accomplishments. ii. Major incidents.		<b>Methods:</b> Interactive lecture, because of the diverse group.	<b>Terminal Objective:(T)</b> <b>Enabling Objective:(E)</b>
		Group centered discussion.	<b>Domain:</b> Cognitive
		<b>Activities:</b> Instructional Game/Trivial Pursuit	<b>Level (if Cognitive):</b> Synthesis
			<b>Type of evaluation:</b> Written test questions (T). Oral questions in class (E).
		<b>Criteria for Passing:</b> 70% accuracy (T). Successfully (E).	

## **Fire Department – City of Fitchburg**

### **Unit 2**

#### **The Organization of the Fitchburg Fire Department**

**Chief David B. Fulmer**

**Fire Department – City of Fitchburg**

**5791 Lacy Rd**

**Fitchburg, WI 53711**

**Unit Number:** 2      **Unit Title:** Fire Department Organization.

**Terminal Objective(s):** Given a lecture the student shall be able to discuss the organization of the Fitchburg Fire Department. (NFPA 1001 3-1.1.1)

**Enabling Objective(s):** Discuss the different levels of the organizational chart.  
 Discuss the mission of the department.  
 Discuss the standard operating guidelines of the department.  
 Discuss the rules and regulations of the department.

Content	Media/Materials	Methods/Activities	Evaluation
<b>II. Fire Department Organization.</b>  A. Hierarchy. <ul style="list-style-type: none"> <li>i. Battalion 1.</li> <li>ii. Battalion 2.</li> <li>iii. Battalion 3.</li> <li>iv. Fire Suppression Bureau.</li> <li>v. Fire Prevention Bureau.</li> <li>vi. Fire Investigation Bureau.</li> <li>vii. Training Bureau.</li> <li>viii. Office of the Chief.</li> </ul> B. Mission Statement.  C. Standard Operating Guidelines.  D. Rules and Regulations.		<b>Methods:</b> Interactive lecture, because of the diverse group.  Group centered discussion.  <b>Activities:</b> Instructional Game/Trivial Pursuit	<b>Terminal Objective:(T)</b> <b>Enabling Objective:(E)</b>  <b>Domain:</b> Cognitive  <b>Level (if Cognitive):</b> Synthesis  <b>Type of evaluation:</b> Written test questions (T). Oral questions in class (E).  <b>Criteria for Passing:</b> 70% accuracy (T). Successfully (E).

**Unit Number:** 2      **Unit Title:** Fire Department Organization (Continued).

**Terminal Objective(s):** Given a lecture the student shall be able to discuss the organization of the Fitchburg Fire Department. (NFPA 1001 3-1.1.1)

**Enabling Objective(s):** Discuss how the interaction with other agencies.  
Discuss the response guidelines of the department.

Content	Media/Materials	Methods/Activities	Evaluation
<b>II. Fire Department Organization.</b>  E. Other Agencies. <ol style="list-style-type: none"> <li>Office of the Mayor.</li> <li>Office of the Administrator.</li> <li>City Council.</li> <li>Police Department.</li> <li>Public Works.</li> <li>Water Utility.</li> <li>Fitch-Rona EMS.</li> </ol> F. Response Guidelines. <ol style="list-style-type: none"> <li>Still Alarms.</li> <li>Structure Fires.</li> <li>Special Alarms.</li> <li>Rescue Calls.</li> <li>Misc.</li> </ol>		<b>Methods:</b>  Interactive lecture, because of the diverse group.  Group centered discussion.  <b>Activities:</b>  Instructional Game/Trivial Pursuit	<b>Terminal Objective:(T)</b>  <b>Enabling Objective:(E)</b>  <b>Domain:</b> Cognitive  <b>Level (if Cognitive):</b> Synthesis  <b>Type of evaluation:</b> Written test questions (T). Oral questions in class (E).  <b>Criteria for Passing:</b> 70% accuracy (T). Successfully (E).

**Unit Number:** 1

**Unit Title:** The History of the Fitchburg Fire Department

**Terminal Objective(s):** Given a lecture discuss the different era's of the Fitchburg Fire Department.

**Enabling Objective(s):** Discuss the Pfund period.  
Discuss the White Administration.  
Discuss the Huber Administration.  
Discuss the Hertzler Administration.

Content	Media/Materials	Methods/Activities	Evaluation
<b>I. History of the Fitchburg Fire Department.</b>  <b>A. Chief Pfund-(1970-1982).</b> i. Accomplishments. ii. Major incidents.  <b>B. Chief White-(1982-1983).</b> i. Accomplishments. ii. Major incidents.  <b>C. Chief Huber-(1983-1995).</b> i. Accomplishments. ii. Major incidents.  <b>D. Chief Hertzler-(1995-1998).</b> i. Accomplishments. ii. Major incidents.		<b>Methods:</b>  Interactive lecture, because of the diverse group.  Group centered discussion.  <b>Activities:</b>  Instructional Game/Trivial Pursuit	<b>Terminal Objective:(T)</b> <b>Enabling Objective:(E)</b>  <b>Domain:</b> Cognitive  <b>Level (if Cognitive):</b> Synthesis  <b>Type of evaluation:</b> Written test questions (T). Oral questions in class (E).  <b>Criteria for Passing:</b> 70% accuracy (T). Successfully (E).



**Unit Number:** 1

**Unit Title:** The History of the Fitchburg Fire Department (**continued**)

**Terminal Objective(s):** Given a lecture discuss the different era's of the Fitchburg Fire Department.

**Enabling Objective(s):** Discuss the Fulmer Administration.

Content	Media/Materials	Methods/Activities	Evaluation
<b>E. Chief Fulmer-(1998-present).</b> <b>i. Accomplishments.</b> <b>ii. Major incidents.</b>		<b>Methods:</b>  Interactive lecture, because of the diverse group.  Group centered discussion.  <b>Activities:</b>  Instructional Game/Trivial Pursuit	<b>Terminal Objective:(T)</b> <b>Enabling Objective:(E)</b>  <b>Domain:</b> Cognitive  <b>Level (if Cognitive):</b> Synthesis  <b>Type of evaluation:</b> Written test questions (T). Oral questions in class (E).  <b>Criteria for Passing:</b> 70% accuracy (T). Successfully (E).

**Unit Number:** 2

**Unit Title:** Fire Department Organization.

**Terminal Objective(s):** Given a lecture the student shall be able to discuss the organization of the Fitchburg Fire Department. (NFPA 1001 3-1.1.1)

**Enabling Objective(s):** Discuss the different levels of the organizational chart.  
Discuss the mission of the department.  
Discuss the standard operating guidelines of the department.  
Discuss the rules and regulations of the department.

Content	Media/Materials	Methods/Activities	Evaluation
<b>II. Fire Department Organization.</b>  A. Hierarchy. i. Battalion 1. ii. Battalion 2. iii. Battalion 3. iv. Fire Suppression Bureau. v. Fire Prevention Bureau. vi. Fire Investigation Bureau. vii. Training Bureau. viii. Office of the Chief.  B. Mission Statement.  C. Standard Operating Guidelines.  D. Rules and Regulations.		<b>Methods:</b>  Interactive lecture, because of the diverse group.  Group centered discussion.  <b>Activities:</b>  Instructional Game/Trivial Pursuit	<b>Terminal Objective:(T)</b> <b>Enabling Objective:(E)</b>  <b>Domain:</b> Cognitive  <b>Level (if Cognitive):</b> Synthesis  <b>Type of evaluation:</b> Written test questions (T). Oral questions in class (E).  <b>Criteria for Passing:</b> 70% accuracy (T). Successfully (E).

**Unit Number:** 2

**Unit Title:** Fire Department Organization (**Continued**).

**Terminal Objective(s):** Given a lecture the student shall be able to discuss the organization of the Fitchburg Fire Department. (NFPA 1001 3-1.1.1)

**Enabling Objective(s):** Discuss how the interaction with other agencies.  
Discuss the response guidelines of the department.

Content	Media/Materials	Methods/Activities	Evaluation
<b>II. Fire Department Organization.</b>  E. Other Agencies. a. Office of the Mayor. b. Office of the Administrator. c. City Council. d. Police Department. e. Public Works. f. Water Utility. g. Fitch-Rona EMS.  F. Response Guidelines. a. Still Alarms. b. Structure Fires. c. Special Alarms. d. Rescue Calls. e. Misc.		<b>Methods:</b>  Interactive lecture, because of the diverse group.  Group centered discussion.  <b>Activities:</b>  Instructional Game/Trivial Pursuit	<b>Terminal Objective:(T)</b> <b>Enabling Objective:(E)</b>  <b>Domain:</b> Cognitive  <b>Level (if Cognitive):</b> Synthesis  <b>Type of evaluation:</b> Written test questions (T). Oral questions in class (E).  <b>Criteria for Passing:</b> 70% accuracy (T). Successfully (E).

**Unit Number:** 2

**Unit Title:** Fire Department Organization (**Continued**).

**Terminal Objective(s):** Given a lecture the student shall be able to discuss the organization of the Fitchburg Fire Department. (NFPA 1001 3-1.1.1)

**Enabling Objective(s):** Discuss the operating budget process.  
Discuss the capital improvement budget process.

Content	Media/Materials	Methods/Activities	Evaluation
<b>II. Fire Department Organization.</b>  G. Operating Budget. a. Goals. b. Objectives. c. 2001 Plan.  H. Capital Improvement Budget. a. Goals. b. Objectives. c. 5-Year Plan.		<b>Methods:</b>  Interactive lecture, because of the diverse group.  Group centered discussion.  <b>Activities:</b>  Instructional Game/Trivial Pursuit	<b>Terminal Objective:(T)</b> <b>Enabling Objective:(E)</b>  <b>Domain:</b> Cognitive  <b>Level (if Cognitive):</b> Synthesis  <b>Type of evaluation:</b> Written test questions (T). Oral questions in class (E).  <b>Criteria for Passing:</b> 70% accuracy (T). Successfully (E).

**Unit Number:** 3

**Unit Title:** Incident Management System

**Terminal Objective(s):** Given a lecture the student shall be able to discuss the Fire Department's Incident Management System. (NFPA 1001 4-1.1.1)

**Enabling Objective(s):** Define the components of IMS.  
Discuss the implementation of the IMS.  
Discuss the termination of the IMS.

Content	Media/Materials	Methods/Activities	Evaluation
<b>III. Incident Management System.</b>  A. IMS Components. i. Command. ii. Operations. iii. Planning. iv. Logistics. v. Finance/Administration.  B. Implementation. i. Who. ii. When iii. Where iv. Why.  C. Termination.		<b>Methods:</b>  Interactive lecture, because of the diverse group.  Group centered discussion.  <b>Activities:</b>  Instructional Game/Trivial Pursuit	<b>Terminal Objective:(T)</b> <b>Enabling Objective:(E)</b>  <b>Domain:</b> Cognitive  <b>Level (if Cognitive):</b> Synthesis  <b>Type of evaluation:</b> Written test questions (T). Oral questions in class (E).  <b>Criteria for Passing:</b> 70% accuracy (T). Successfully (E).

**Unit Number:** 4

**Unit Title:** Fire Behavior

**Terminal Objective(s):** Given an illustrative lecture the student shall be able to discuss the concepts associated with fire behavior. NFPA 1001: 3-3.9(a); 3-3.11(a)

**Enabling Objective(s):** Define the three methods of heat transmission.  
Discuss the fire tetrahedron.  
Define and discuss the types of heat associated with fire.

Content	Media/Materials	Methods/Activities	Evaluation
<b>IV. Fire Behavior.</b>  A. Methods of heat transfer. i. Conduction. ii. Convection. iii. Radiation.  B. Fire Tetrahedron. i. Oxygen. ii. Fuel. iii. Heat. iv. Chemical reaction.  C. Heat associated with fire. i. Chemical. ii. Electrical. iii. Nuclear. iv. Mechanical.		<b>Methods:</b>  Interactive lecture, because of the diverse group.  Group centered discussion.  <b>Activities:</b>  Instructional Game/Trivial Pursuit	<b>Terminal Objective:(T)</b> <b>Enabling Objective:(E)</b>  <b>Domain:</b> Cognitive  <b>Level (if Cognitive):</b> Synthesis  <b>Type of evaluation:</b> Written test questions (T). Oral questions in class (E).  <b>Criteria for Passing:</b> 70% accuracy (T). Successfully (E).



**Unit Number:** 4

**Unit Title:** Fire Behavior

**Terminal Objective(s):** Given an illustrative lecture the student shall be able to discuss the concepts associated with the fire extinguishment theory. NFPA 1001: 3-3.10(a)

**Enabling Objective(s):** Define the four methods of extinguishment.

Content	Media/Materials	Methods/Activities	Evaluation
<b>IV. Fire Behavior.</b>  D. Fire Extinguishment Theories. i. Fuel Removal. ii. Oxygen Exclusion. iii. Chemical Flame Inhibition.		<b>Methods:</b>  Interactive lecture, because of the diverse group.  Group centered discussion.  <b>Activities:</b>  Instructional Game/Trivial Pursuit	<b>Terminal Objective:(T)</b> <b>Enabling Objective:(E)</b>  <b>Domain:</b> Cognitive  <b>Level (if Cognitive):</b> Synthesis  <b>Type of evaluation:</b> Written test questions (T). Oral questions in class (E).  <b>Criteria for Passing:</b> 70% accuracy (T). Successfully (E).



**Unit Number:** 4

**Unit Title:** Fire Behavior

**Terminal Objective(s):** Given a illustrative lecture the student shall be able to discuss the four classes of fire. NFPA 1001: 3-3.15(a)

**Enabling Objective(s):** Define and discuss the four classes of fire.

Content	Media/Materials	Methods/Activities	Evaluation
<b>IV. Fire Behavior.</b>  E. Classes of Fire. a. Class A. b. Class B. c. Class C. d. Class D.		<b>Methods:</b>  Interactive lecture, because of the diverse group.  Group centered discussion.  <b>Activities:</b>  Instructional Game/Trivial Pursuit	<b>Terminal Objective:(T)</b> <b>Enabling Objective:(E)</b>  <b>Domain:</b> Cognitive  <b>Level (if Cognitive):</b> Synthesis  <b>Type of evaluation:</b> Written test questions (T). Oral questions in class (E).  <b>Criteria for Passing:</b> 70% accuracy (T). Successfully (E).

**Unit Number:** 5

**Unit Title:** Personal Protective Clothing

**Terminal Objective(s):** Given a illustrative lecture the student shall be able to discuss a Firefighters personal protective clothing. NFPA 1001: 3-1.1.2; 3-3.1; 3-3.2; 3-3.2(a); 3-3.2(b)

**Enabling Objective(s):** Identify and discuss the individual components of personal protective clothing.  
Identify and discuss the different levels of PPE.

Content	Media/Materials	Methods/Activities	Evaluation
<b>V. Personal Protective Clothing (PPE).</b>  A. Structural Firefighting. a. Helmet. b. Eye Protection. c. Hearing Protection. d. Coat. e. Pant. f. Gloves. g. Boots.  B. Wildland Firefighting.  C. Levels of PPE. a. Level A. b. Level B. c. Level C. d. Level D.		<b>Methods:</b>  Interactive lecture, because of the diverse group.  Group centered discussion.  <b>Activities:</b>  Instructional Game/Trivial Pursuit	<b>Terminal Objective:(T)</b> <b>Enabling Objective:(E)</b>  <b>Domain:</b> Cognitive  <b>Level (if Cognitive):</b> Synthesis  <b>Type of evaluation:</b> Written test questions (T). Oral questions in class (E).  <b>Criteria for Passing:</b> 70% accuracy (T). Successfully (E).

**Unit Number:** 5

**Unit Title:** Personal Protective Clothing

**Terminal Objective(s):** Given a illustrative lecture the student shall be able to discuss all aspects of self-contained breathing apparatus. NFPA 1001:3-3.1; 3-3.1(a); 3-3.4(b); 3-3.9(a); 3-3.10(b)

**Enabling Objective(s):** Identify and discuss the individual components of personal protective clothing.  
Identify and discuss the different levels of PPE.

Content	Media/Materials	Methods/Activities	Evaluation
<b>V. Personal Protective Clothing (PPE).</b>  D. Respiratory Hazards. a. Oxygen deficiency. b. Elevated Temperatures. c. Smoke. d. Toxic.  E. Wildland Firefighting.  F. Levels of PPE. a. Level A. b. Level B. c. Level C. d. Level D.		<b>Methods:</b>  Interactive lecture, because of the diverse group.  Group centered discussion.  <b>Activities:</b>  Instructional Game/Trivial Pursuit	<b>Terminal Objective:(T)</b> <b>Enabling Objective:(E)</b>  <b>Domain:</b> Cognitive  <b>Level (if Cognitive):</b> Synthesis  <b>Type of evaluation:</b> Written test questions (T). Oral questions in class (E).  <b>Criteria for Passing:</b> 70% accuracy (T). Successfully (E).

**Unit Number:** 5

**Unit Title:** Personal Protective Clothing

**Terminal Objective(s):** Given a illustrative lecture the student shall be able to discuss all aspects of self-contained breathing apparatus (SCBA). NFPA 1001:3-3.1; 3-3.1(a); 3-3.4(b); 3-3.9(a); 3-3.10(b)

**Enabling Objective(s):** Discuss respiratory hazards requiring SCBA use.  
Identify and discuss the components of an SCBA.

Content	Media/Materials	Methods/Activities	Evaluation
<b>V. Personal Protective Clothing (PPE).</b>  G. Respiratory Hazards. a. Oxygen deficiency. b. Elevated Temperatures. c. Smoke. d. Toxic.  H. SCBA Components. a. Facepiece. b. Backpack/harness. c. Air Cylinder. d. Regulator.		<b>Methods:</b>  Interactive lecture, because of the diverse group.  Group centered discussion.  <b>Activities:</b>  Instructional Game/Trivial Pursuit	<b>Terminal Objective:(T)</b> <b>Enabling Objective:(E)</b>  <b>Domain:</b> Cognitive  <b>Level (if Cognitive):</b> Synthesis  <b>Type of evaluation:</b> Written test questions (T). Oral questions in class (E).  <b>Criteria for Passing:</b> 70% accuracy (T). Successfully (E).

**Unit Number:** 6

**Unit Title:** Tactics & Strategy

**Terminal Objective(s):** Given a illustrative lecture the student shall be able to discuss the types fires and the tactics and strategies employed by the Fitchburg Fire Department.

**Enabling Objective(s):** Discuss the suppression of Structure Fires NFPA 1001: 3-3.7; 3-3.9; 4-3.2.  
Discuss the suppression of Flammable Liquid Fires NFPA 1001: 4-3.3.  
Discuss the suppression of Electrical Fires. NFPA 1001: 3-3.17

Content	Media/Materials	Methods/Activities	Evaluation
<b>VI. Tactics &amp; Strategy.</b>  A. Structures Fires. a. Stream Structure. b. Hoseline selection. c. Direct Attack. d. Indirect Attack. e. Combination Attack.  B. Flammable Liquid Fires. a. Transportation Vehicles. b. Hazard Controls. c. Suppression Agents.  C. Suppressing Electrical Fires. a. Types of Transmission. b. Hazards. c. Carbon Dioxide.		<b>Methods:</b>  Interactive lecture, because of the diverse group.  Group centered discussion.  <b>Activities:</b>  Instructional Game/Trivial Pursuit	<b>Terminal Objective:(T)</b> <b>Enabling Objective:(E)</b>  <b>Domain:</b> Cognitive  <b>Level (if Cognitive):</b> Synthesis  <b>Type of evaluation:</b> Written test questions (T). Oral questions in class (E).  <b>Criteria for Passing:</b> 70% accuracy (T). Successfully (E).

**Unit Number:** 6

**Unit Title:** Tactics & Strategy

**Terminal Objective(s):** Given a illustrative lecture the student shall be able to discuss the types fires and the tactics and strategies employed by the Fitchburg Fire Department. NFPA 1001: 3-3.6; 3-3.9; 3-3.18; 4-3.2.

**Enabling Objective(s):** Discuss the role of the first-due engine company.  
Discuss the role of the second-due engine company.  
Discuss the role of the truck/rescue company.

Content	Media/Materials	Methods/Activities	Evaluation
<b>VI. Tactics &amp; Strategy.</b>  D. First Due Engine Company. a. Equipment. b. Primary role. c. Secondary role.  E. Second Due Engine Company. a. Equipment. b. Primary Role. c. Secondary Role.  F. Truck/Rescue Company. a. Equipment. b. Primary Role. c. Secondary Role.		<b>Methods:</b>  Interactive lecture, because of the diverse group.  Group centered discussion.  <b>Activities:</b>  Instructional Game/Trivial Pursuit	<b>Terminal Objective:(T)</b> <b>Enabling Objective:(E)</b>  <b>Domain:</b> Cognitive  <b>Level (if Cognitive):</b> Synthesis  <b>Type of evaluation:</b> Written test questions (T). Oral questions in class (E).  <b>Criteria for Passing:</b> 70% accuracy (T). Successfully (E).

# **Fitchburg Fire Department Citizen Fire Academy**

## **Course Evaluation Plan**

### **STEP 6**

<b>ACTIVITY</b>	<b>STUDENTS</b>	<b>INSTRUCTORS</b>	<b>COURSE</b>
<b>Before Class</b>	<ul style="list-style-type: none"> <li>-Qualifications.</li> <li>-Liability Release.</li> <li>-Recommendation.</li> <li>-Pre-Course Package.</li> </ul>	<ul style="list-style-type: none"> <li>-Qualifications.</li> <li>-T-t-T Course.</li> <li>-Cost.</li> <li>-Past Instructor Evaluations.</li> </ul>	<ul style="list-style-type: none"> <li>-Funding.</li> <li>-Class Enrollment.</li> <li>-Needs Assessment.</li> </ul>
<b>During Class</b>	<ul style="list-style-type: none"> <li>-Test; written and verbal.</li> <li>-Learning Activities.</li> <li>-Small Group Activities.</li> <li>-Simulation.</li> </ul>	<ul style="list-style-type: none"> <li>-Self Evaluation.</li> <li>-Coordinator Evaluation.</li> <li>-Student Evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>-Student Evaluations.</li> <li>-Revisions.</li> <li>-Observer Recommendations.</li> </ul>
<b>After Class</b>	<ul style="list-style-type: none"> <li>-Attitude changes.</li> <li>-Questionnaires.</li> </ul>	<ul style="list-style-type: none"> <li>-Course Evaluation.</li> <li>-Peer Evaluation.</li> <li>-Coordinator Evaluation.</li> <li>-Self Evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>-Course Evaluations.</li> <li>-Instructor Evaluations.</li> <li>-Revisions.</li> </ul>



## FORMATIVE EVALUATION

### PILOT PROGRAM

1. How many pilot programs or trial courses will you evaluate? 0
2. What types of questions will you evaluate? None

**I have chosen not to conduct a pilot program because a course is already in the planning stages. Revisions will be based on student/instructor feedback.**

3. What will your role in the pilot program be?
4. What other people will you use to obtain feedback during this pilot offering?

### DURING THE DESIGN/DEVELOPMENT OF THE PROGRAM

1. Describe the types of review and who would be involved during the design/development of your program?

**I plan on using the command staff of the department as evaluators and they will evaluate the accuracy and validity of the content. The students will also evaluate the course.**

### SUMMATIVE EVALUATION

1. After the course had been developed and any pilot programs offered, what type of ongoing evaluations are will be utilized?

**Instructor feedback and student course evaluations will be used. Follow-up evaluations with students will be utilized at 6-month and 1-year intervals.**

2. Are there resources to make changes if necessary?

**The department has the necessary resources to make revisions as necessary.**

# **Fitchburg Fire Department Citizen Fire Academy**

## **Learning Activity Assessment Sheet**

### **STEP 7**

## Learning Activity Assessment Sheet Step 7

**Terminal Objective Number:** 1

**Enabling Objective Number:** 1-5

**Type of Instructional Activity:** Instructional Games.

**Check the appropriate box:**

√

**Individual**  
**Small Group**  
**Large Group**  
**Pairs**  
**Others**

**What role will the instructor play?**

The instructor will be the facilitator for a jeopardy type game that will cover the History of the Fitchburg Fire Department from 1970-present day. The instructor will use this game as a review session and will not become involved with the answering of questions until the end.

**What type of feedback will you use in this activity?**

√

**Checklist**  
**Processing session, instructor-led**  
**Processing session, student-led**  
**Activity must be graded by the instructor and returned/discussed later**  
**Other**

**Special directions or considerations in conducting the activity.**

The class should be split into 4 groups of three students, that will serve as teams. The activity should last approximately 30-40 minutes in length and the winning team should be given some sort of reward. A student led critique should follow this activity.

**Is there any particular order of steps that are important in designing this activity?**

There are no special considerations regarding the design of this activity.

## Learning Activity Assessment Sheet Step 7

**Terminal Objective Number:** 2

**Enabling Objective Number:** 1-8

**Type of Instructional Activity:** Instructional Games.

**Check the appropriate box:**

√

**Individual**  
**Small Group**  
**Large Group**  
**Pairs**  
**Others**

**What role will the instructor play?**

The instructor will be the facilitator for a jeopardy type game that will cover the History of the Fitchburg Fire Department from 1970-present day. The instructor will use this game as a review session and will not become involved with the answering of questions until the end.

**What type of feedback will you use in this activity?**

√

**Checklist**  
**Processing session, instructor-led**  
**Processing session, student-led**  
**Activity must be graded by the instructor and returned/discussed later**  
**Other**

**Special directions or considerations in conducting the activity.**

The class should be split into 4 groups of three students, that will serve as teams. The activity should last approximately 30-40 minutes in length and the winning team should be given some sort of reward. A student led critique should follow this activity.

**Is there any particular order of steps that are important in designing this activity?**

There are no special considerations regarding the design of this activity.

## Learning Activity Assessment Sheet Step 7

**Terminal Objective Number:** 3

**Enabling Objective Number:** 1-3

**Type of Instructional Activity:** Instructional Games.

**Check the appropriate box:**

☒ **Individual**  
☐ **Small Group**  
☒ **Large Group**  
☐ **Pairs**  
☐ **Others**

**What role will the instructor play?**

The instructor will be the facilitator for a jeopardy type game that will cover the History of the Fitchburg Fire Department from 1970-present day. The instructor will use this game as a review session and will not become involved with the answering of questions until the end.

**What type of feedback will you use in this activity?**

☒ **Checklist**  
☐ **Processing session, instructor-led**  
☐ **Processing session, student-led**  
☐ **Activity must be graded by the instructor and returned/discussed later**  
☐ **Other**

**Special directions or considerations in conducting the activity.**

The class should be split into 4 groups of three students, that will serve as teams. The activity should last approximately 30-40 minutes in length and the winning team should be given some sort of reward. A student led critique should follow this activity.

**Is there any particular order of steps that are important in designing this activity?**

There are no special considerations regarding the design of this activity.

## Learning Activity Assessment Sheet Step 7

**Terminal Objective Number:** 4

**Enabling Objective Number:** 1-5

**Type of Instructional Activity:** Instructional Games.

**Check the appropriate box:**

☒ Individual  
☐ Small Group  
☐ Large Group  
☐ Pairs  
☐ Others

**What role will the instructor play?**

The instructor will be the facilitator for a jeopardy type game that will cover the History of the Fitchburg Fire Department from 1970-present day. The instructor will use this game as a review session and will not become involved with the answering of questions until the end.

**What type of feedback will you use in this activity?**

☒ Checklist  
☐ Processing session, instructor-led  
☐ Processing session, student-led  
☐ Activity must be graded by the instructor and returned/discussed later  
☐ Other

**Special directions or considerations in conducting the activity.**

The class should be split into 4 groups of three students, that will serve as teams. The activity should last approximately 30-40 minutes in length and the winning team should be given some sort of reward. A student led critique should follow this activity.

**Is there any particular order of steps that are important in designing this activity?**

There are no special considerations regarding the design of this activity.

## Learning Activity Assessment Sheet Step 7

**Terminal Objective Number:** 5

**Enabling Objective Number:** 1-6

**Type of Instructional Activity:** Instructional Games.

**Check the appropriate box:**

√

**Individual**  
**Small Group**  
**Large Group**  
**Pairs**  
**Others**

**What role will the instructor play?**

The instructor will be the facilitator for a small group practical exercise where the student will identify and explain the different features of personal protective equipment

**What type of feedback will you use in this activity?**

√

**Checklist**  
**Processing session, instructor-led**  
**Processing session, student-led**  
**Activity must be graded by the instructor and returned/discussed later**  
**Other**

**Special directions or considerations in conducting the activity.**

The class should be split into 4 groups of three students, that will serve as teams. The activity should last approximately 30-40 minutes in length and the winning team should be given some sort of reward. A student led critique should follow this activity.

**Is there any particular order of steps that are important in designing this activity?**

There are no special considerations regarding the design of this activity.

## Learning Activity Assessment Sheet Step 7

**Terminal Objective Number:**        6

**Enabling Objective Number:**   1-6

**Type of Instructional Activity:** Instructional Games.

**Check the appropriate box:**

☒ **Individual**  
☐ **Small Group**  
☐ **Large Group**  
☐ **Pairs**  
☐ **Others**

**What role will the instructor play?**

The instructor will be the facilitator for a jeopardy type game that will cover the History of the Fitchburg Fire Department from 1970-present day. The instructor will use this game as a review session and will not become involved with the answering of questions until the end.

**What type of feedback will you use in this activity?**

☒ **Checklist**  
☐ **Processing session, instructor-led**  
☐ **Processing session, student-led**  
☐ **Activity must be graded by the instructor and returned/discussed later**  
☐ **Other**

**Special directions or considerations in conducting the activity.**

The class should be split into 4 groups of three students, that will serve as teams. The activity should last approximately 30-40 minutes in length and the winning team should be given some sort of reward. A student led critique should follow this activity.

**Is there any particular order of steps that are important in designing this activity?**

There are no special considerations regarding the design of this activity.



# **Fitchburg Fire Department Citizen Fire Academy**

## **Selecting Media**

### **STEP 8**

## AUDIOVISUAL EVALUATION CHECKLIST

**Title:** Essentials of Fire Fighting 4<sup>th</sup>, Edition.

**Producer:** International Fire Service Training Association

**Please check the appropriate blanks:**

### Type of Material

\_\_\_\_\_ Motion Picture

\_\_\_\_\_ Cassette – Slide Program

\_\_\_\_\_ Vidoetape

\_\_\_\_\_ Training Manual

\_\_\_\_\_ Slides

\_\_\_\_\_ Transparencies

  √   Textbook

### Length of Program

\_\_\_\_\_ Minutes

  716   Pages

\_\_\_\_\_ Slides-Transparencies

### Material Category

  √   Fire Service Training

\_\_\_\_\_ Public Relations

\_\_\_\_\_ Professional Education

\_\_\_\_\_ Public Fire Safety Education

### Level of Material

\_\_\_\_\_ Introductory

\_\_\_\_\_ Advanced

  √   Intermediate

\_\_\_\_\_ Technical Specialty

### Appropriate Use

\_\_\_\_\_ General

  √   Fire Service

\_\_\_\_\_ Professional Seminar

\_\_\_\_\_ Public Education

Check the appropriate box and add any comments at the bottom.	YES	NO
• Is the material entertaining as well as informative?	√	
• Does the material show proper safety precautions?	√	
• Is any material misleading (hazardous)?		
• Does material show products, tools, etc., that may not be universally available?		√
• Are obsolete or date materials tools, or procedures used?	√	
• Is the material controversial within the intended group?		√
• Does the material specifically promote any special product or services?		√
• Is an instructors guide available?	√	
<b>PROGRAM PRODUCTION</b>		
• Is the material edited in a logical manner?	√	
• Is the photographic quality acceptable?	√	
• Is the audio portion relevant and understandable?	N/A	
• Are written materials and graphics valid?	√	
• Is the material packaged in a usable manner?	√	

Is the material usable for your program?

**Yes, many aspects of the book are usable. There is a large portion of the text that will not be utilized by this class.**

Does the material meet the necessary standards for use in your program?

**Yes, it will introduce civilians to fire service curriculum. It will serve its purpose very well.**

Other Comments:

**None.**

# **Fitchburg Fire Department Citizen Fire Academy**

## **Determining Format of Course Manuals**

### **STEP 9**

## STUDENT MANUAL

1. What Sections/items are important for your Student Manual? Place a check next to each item you intend to develop/use, and next to those items make any notes regarding any issues such as time, money, complications, etc.

A.	Cover/Title Page	✓
B.	Edition/Date	✓
C.	Dev./Authors	
D.	Pub. Data	
E.	Foreword/Preface	
F.	Acknowledgements	✓
G.	Table of Contents	✓
H.	Introduction	✓
I.	Schedule	
J.	Goals, Objectives, Standards	✓
K.	Policies	
L.	Outline/Text	✓
M.	Note-Taking Guide	
N.	Activities/Handouts	✓
O.	Pretests	
P.	Assignments	
Q.	Summary	
R.	Bibliography	
S.	Appendices	✓
T.	Glossary	
U.	Course Description	✓
V.	Answer Sheet.	

How many students will be taking this program?

**There will be a class limit of 12 students.**

## INSTRUCTORS GUIDE

1. Ho many instructors will be needed?

**The number of instructors will vary depending on the subject matter. The maximum number of instructors will be 4 at any one time.**

2. How will instructors be selected?

**The instructors will be the command officers of the department. The will be assigned areas of responsibility.**

3. How will instructors receive training to teach this course?

**Instructors will go through a training program.**

4. Are any of these instructors able to help you with the development of this manual?

**All of the instructors will assist in the development of the manual.**

5. What sections/items are important for your instructor guide? Place a check next to each item that you intend to develop and next to each item make any notes regarding any issues such as time, money, complications, etc.

A. Student Manual √

B. Lesson plans with: √

- a. Content outlines
- b. Instructional methods
- c. Media required
- d. Activities
- e. Equipment needed
- f. References
- g. Unit/lesson titles
- h. Clock times
- i. Plenty of direction

C. Masters √

- a. Overheads
- b. Handouts, checklists
- c. Tests, quizzes, answers
- d. Evaluation mechanism

- D. Script
  - a. Slides
  - b. Cassettes
- E. Schedules ✓
- F. Boilerplate material